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Job Satisfaction Among Academics: Effect of Gender, Status and Age

INTRODUCTION

What happens to people during the work day has profound effects both on the individual employee's life and on the society as a whole, and thus these events cannot be ignored if the high quality of life in society is to be maintained (Lawler, 1973). Job is usually one's main concern in life. It is what human beings primarily do to support themselves to meet their needs and thus, it attracts a large amount of their attention. Consequently when this activity goes badly, it tends to affect all the other factors in lives of human beings (Sharma and Jyoti 2006). Job satisfaction (JS) is thus the function of degree to which one's needs can be satisfied (Kulhen 1963) and it has been operationalised as a discrepancy between 'how much is there now' and 'how much there should be' (Wanous and Lawler 1972). Locke (1976) described it as a pleasurable or positive emotional response resulting from appraisal of one's job and this view has been extended by others too (Mobley et.al.1979). So, it is one's attitude towards one's job and there are other aspects also that lead to dissatisfaction (Hertzberg et.al. 1957; Ramakrishanaiah 1998).

There are several reasons for why we should study or care for job satisfaction. First, it has been found to be strong predictor of workers' behaviour and performance (Clark 2001, Mathieu and Zajac 1990, Hamermesh 1977). Secondly, it is predictor of overall well-being (Sharma and Jyoti, 2006, Sousa-Poza and Sousa-Poza 2001). Both JS and job dissatisfaction (JD) have direct effect on job related behaviour such as commitment, employee withdrawal (Hom and Griffeth 1995), and productivity etc. (Wagner and Gooding 1987). Thus, JS being key factor in organizational dynamics is generally considered to be primary dependent variable in terms of which effectiveness of an organisation's human resource is evaluated.

A great deal of research on job satisfaction demonstrates that employees generally want stable employment, opportunities for promotion and

Abstract

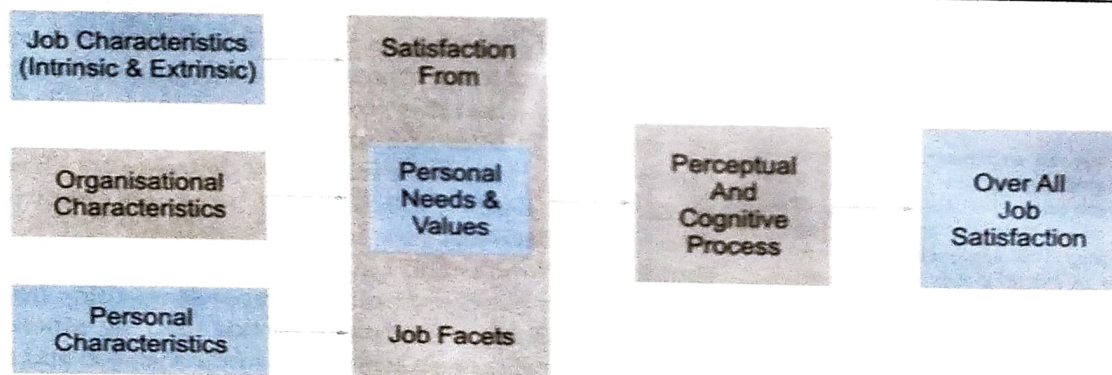
A lot of research on job satisfaction has been confined to job related explanation (structural) of job satisfaction, which centres on the attributes of good job as the main factors for explaining employees' satisfaction. This approach favours two principal categories of job attributes that are very important for employees' job satisfaction, i.e. intrinsic rewards such as diverse and challenging work and extrinsic rewards like fair compensation and fringe benefits. Although this model is well documented but some recent investigations on this subject have questioned the utility of two-dimensional model and put forward a more interactional approach. This approach suggests that the employee's characteristics interact with internal and external characteristics depicted in structural model. The realisation that personal characteristics, i.e., age, gender, marital status and education, etc. have a distinct affect on job satisfaction implying that job satisfaction may be more a result of the 'fit' between employee needs and work environment on one hand and the actual job characteristics on the other. Hence, an attempt has been made in this paper to study the effect of items of demographic profile (age, status, gender, education level, etc.) on the job satisfaction among academicians with special reference to Jammu University teachers. The job satisfaction has been measured with the application of statistical tools, viz., mean, factor analysis, analysis of variance, and tests of significance.

satisfactory pay package (Seymour and Busherof, 1991; DeSantis and Durst, 1996) while some other researches show that flexible working hours, social satisfaction and attitude of superiors also affect the employees' job satisfaction (Dale, 1986; Emmert and Taher, 1992). Here, a global concept of JS is not warranted as it is not a single unified entity but an inbuilt multidimensional concept comprising dimensions viz; intrinsic task satisfaction, attachment to people at work, behaviour of superiors, peers and colleagues, satisfaction with security, income and chances of promotion etc. (Ganguly 1994: 6, Srivastava, Holani and Bajpai 2005). Thus, job satisfaction (JS) is a combination of cognitive and effective contentment for an individual within an organization. Affective satisfaction is found in overall positive emotional assessment of the employee's job. Positive feelings or mood exhibited by the employee may reflect JS. On the other hand, cognitive satisfaction is confirmed on a more logical and rational evaluation of the job conditions. Thus, cognitive satisfaction is assessment of satisfaction on the basis of comparisons that do not rely on emotional judgments, but are appraisal of conditions, opportunities and outcomes (Moorman 1993).

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Fig 1 Conceptual Model of Job Satisfaction



It has been consistently established that job satisfaction varies with age for men as well as women in various occupations. The relationship between age of an employee and his level of JS is both complex and fascinating (Rao 1997). Studies on this topic started as early as 1939 when a cyclical relation was reported between the two (Super 1939). But majority of studies afterwards observed a "U" shaped relationship (Herzberg et. al. 1957; Smith 1982; Alkhalidi 1983; Clark, Oswald and Warr 1996), while still others reflected a linear relationship (Kelleberg and Losocco 1983; Stone, 2000; Haque 2004). There were few studies, which found no relationship between age and job satisfaction (Survida 1984 and Ramakrishnaiah 1998).

Some of the recent research is again hinting at cyclical or curvilinear pattern (Leary and Nester 2000; Sharma and Jyoti 2004, Sharma and Jyoti, 2006)

In a similar vein, gender acts as an equally powerful summary of one's socialisation, conditioning and experiences and has also been found to affect job satisfaction (Haque 2004; Cheung and Steven 1999, Mwamwenda, 1997) as males reported to be more satisfied than females with their jobs but in a study of male and female agriculture teachers in Ohio it was found that both are satisfied with their jobs and they do not differ significantly in terms of their overall job satisfaction scores (Cano and Miller, 1992).

Generally married adults are better adjusted than unmarried counterparts (Serole et. al.1962; Orden and Bradburn 1968). As adjustment is positively related to JS (Kates 1950; Herzberg et.al. 1957; Reddy 1978) one may expect married teachers feeling more satisfied with their jobs.

Employees are desirous to sustain their position according to their capabilities viz., knowledge and education, at the work place and if their expectation does not match with their jobs, they experience dissatisfaction. Result of research concentrating on the relationship between level of education and job satisfaction has been inconsistent. Research has hinted at a significant relationship between education level and job satisfaction of an individual (Glenn and Weaver, 1982), while some identified an inverse relationship (Gruneberg, 1980). Although no relationship was found by Reudvey (2001) but there is evidence of positive, direct effects of education level on satisfaction with most aspects of work after controlling for education–employment mismatches, earnings and other job/worker attributes (Vila and Mora, 2005).

Comparing job satisfaction with length of employment, however, takes a look at yet another relationship and raises issues that are important to understand. This relationship is determined by how the employee is viewed now not only by the current employer, but how they can be perceived by prospective employers. An employee who has been in the workforce for a number of years has qualities and experience that can make him a valuable asset to a company. If recognized and rewarded consistently by the current employer, usually minimal action is taken to look for other employment offers. Experience is only one of a gamut of qualities that length of employment can pair with perceived job satisfaction. Others include the ability to work and relate with coworkers and customers, and the pattern of work and non-work satisfaction. (Shaffer1987). When associated with job satisfaction, length of employment can also be related to other variables, viz. capability to work, relationship with colleagues and customers (Shaffers 1987). Job satisfaction reduces absenteeism, high turnover and accidents. So it is no doubt that an employee's JS is closely associated with the length of employment in the organization (Lam, Zhang and Baum 2001).

Research Gap Targeted

Gender and age have been considered as natural correlates or factors that regulate levels of satisfaction and work climate. In part this reflects the fact that one's age and gender serve as useful primary indicators of accumulated individual experiences and specific aspects of one's personal development. It would be unrealistic to consider that they were not related to aspects of work adjustment at a macro level even if as regulating variables. The present

study takes into account intrinsic and extrinsic factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of service to measure the job satisfaction among academicians.

Hypotheses and Objectives

Within the broader scope of aforesaid research gap, certain core studies available in the existing literature lead to the formulation of following hypotheses for the present study:

1. Time and again it has been reported that age exercises its influence on the job satisfaction of an individual (Dwivedi, 1977 and Kentle 1985) and has been found to be an important variable in predicting the job satisfaction of an individual and relationship between them is both complex and fascinating (Rao, 1997). It is further revealed that job satisfaction is high in initial years i.e. 20-25, and above 40 years (Herzberg et. al. 1957; Sharma and Jyoti, 2004). All this leads to formulation of first hypothesis and objective:

Hypothesis 1: There exists a non-linear relationship between age and JS of an individual, other factors remaining constant.

2. Job experience is related to JS in a rather interesting fashion as one might expect new employees to be relatively more satisfied with their jobs but this honeymoon terminates after a period of time unless the worker feels that he is making steady progress towards the satisfaction of his occupational and social needs. Lewis (1982) found that teachers who had continuous experience in the current school were more satisfied than others, while some of the researchers did not find any association between JS and experience (Jenning 1999, Reudavey, Ling and Dickie 2003). On the basis of these studies following hypothesis was taken:

Hypothesis 2: There is positive relationship between job satisfaction and length of employment

3. Educated workforce affects the degree of association between education and satisfaction in service as opposed to manufacturing organizations. For example, education may be negatively associated with satisfaction in manufacturing organizations because education may increase job expectations beyond a level generally attainable in these settings. Service organizations, on the other hand, may be able to meet or even exceed the expectations of highly educated employees. Education may be positively associated with satisfaction (Metle, 2001, Glenn and Weaver, 1982).

Hypothesis 3: The education level of an academician positively effects his/her job satisfaction.

4. A survey of skilled and unskilled workers indicated that occupation level was an important variable in determining employee's satisfaction. Probe (1971) in a research project observed that higher the level of occupation, the higher is the satisfaction of the teachers. However, some of the research revealed that the elementary teachers are more satisfied than their secondary level colleagues (Birmingham, 1985 and Smith, 1982). Oshagbemi's (2000) finding confirms the almost obvious statement that research satisfaction is related to rank – the higher the rank, the greater the level of satisfaction of academicians.

Hypothesis 4: Higher the level of occupation higher is the job satisfaction of academicians.

5. Park (1992) has asserted that women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This view has repeatedly been confirmed by studies in which women teachers have been observed to experience greater job satisfaction than their male counterparts. According to Lissmann and Gigerich (1990), female teachers are more pupil-oriented than male teachers and consequently spend more time improving the class climate.

Hypothesis 5: Female teachers are more satisfied than their male counterparts.

6. The correlation between marital status and job satisfaction appears statistically significant for male under age of 30 years, female aged 30 to 49, male over age 50, and female over age 50. Conversely, this association is statistically insignificant for females under age 30 and males aged 30 to 49. While interpreting these results proves facile, explaining them remains considerably more difficult. Meanwhile, we must conclude that married people generally possess higher job-satisfaction than their single counterparts (Knerr 2006) because married adults are generally better adjusted than unmarried counterparts. Hence, the next hypothesis is

Hypothesis 6: Married teachers are more satisfied.

Research Design and Methodology

Sample Size and Design Teachers working in University of Jammu have been selected as respondents for the sample. There are 255 teachers in the university. 150 teachers were approached for collection of data. Twelve teachers did not return the questionnaire and out of the rest only 120 teachers responded properly. The sample was selected on random basis with the help of random number table. A three digit random number table was used for selecting first 150 numbers and the teachers'

names falling on those numbers in the alphabetical order were selected as sample for the present study.

Data Collection Form and Generation of Scale Items The data collection form was developed as per the directions of literature as well as in the light of personal observations at the concerned work places and extensive discussions with the experts. The structure of the questionnaire has been prepared on the guidelines of Job Descriptive Index (JDI) (Smith, Kendall and Hulin 1994), the validity of which had already been tested (Angelo, Frances, Chester and Kenneth 2002). Likert's five-point scale (5 ← → 1) has been used for measuring attitudes. Besides, the demographic profile items, the questionnaire was divided into following sections:

- Job itself;
- Pay and rewards;
- Superior's behaviour;
- Colleagues' behaviour;
- Growth opportunities and recognition;
- Students' behaviour;
- Physical environment.

Thus, in addition to the demographic profile items, the questionnaire consisted of 84 statements in all seven sections, i.e., (a) 21, (b) 10, (c) 8, (d) 15, (e) 11 and (f) 7 and (g) 12. In order to collect the required data visits were paid to teachers working in University of Jammu and the respondents were personally detailed about the purpose of the study and all other queries of the respondents before administering the questionnaire to them.

A master statement '*you are satisfied with your job*' was added at the end of the questionnaire, which was later used to measure the degree of correlation between job satisfaction and different dimensions of job satisfaction.

Data Purification Factor analysis was carried out through Statistical Package for Social Sciences (SPSS) to identify underlying factors that explain the pattern of correlation within a set of observed variables and to simplify and reduce the data to identify a small number of factors that explained most of the variance observed into much larger manifested variables (Foster 2002, Verma 2004). It was carried with principal component analysis along with orthogonal rotation procedure of varimax for summarising the original information with minimum factors and optimal coverage. The statements with factor loadings less than 0.5 and eigen values less than 1.0 were ignored for the subsequent analysis (Hair, et. al. 1995, Sharma and Kour 2004-2005). Factor analysis was performed dimension wise that resulted into 16 factors with 57 statements Table 1. The *total variance explained (V.E)* by factors in all the dimensions of JS ranged between 62 to 82 percent. High KMO values revealed the adequacy of the data for factor analysis.

Table 1 Summary of Results From Scale Purification: Factor Loadings, Variance Explained, Mean Satisfaction, KMO Values and Eigen Values

Dimensions of JS	Factors	Mean Satisfaction	Factor Loading	Percent of Variance Explained	KMO value	Eigen value
Job itself	F(1): Work			27.481	0.857	4.672
	Desire not to change	4.26	0.66			
	Find creativeness	4.25	0.702			
	Allotment of course	3.90	0.763			
	Teaching aids	4.08	0.736			
	Feel fresh after class	4.28	0.858			
	No professional worries	4.26	0.846			
	No restriction	4.24	0.759			
	Total mean of F(1)	4.18				
	F(2): Idealness			20.2		3.434
	Enjoy teaching	4.72	0.832			
	Appropriate job	4.51	0.711			
	Ideal profession	4.48	0.624			
	Sense of achievement	4.53	0.668			
	Commitment to job	4.68	0.832			
	Total mean of F(2)	4.58				
	F(3): Autonomy			14.67		2.494
	Job gives autonomy	4.24	0.783			
	Job enrichment	4.40	0.642			
	Allotment of work	4.22	0.789			
	Total mean of F(3)	4.29				
	F(4): Rules			10.98		1.867
	Service rules	3.78	0.881			
	Teacher oriented	3.68	0.89			
	Total mean of F(4)	3.73				
	Total mean of job itself	4.25				
	Total VE of job itself			73.332		
Pay	F(5): Appropriateness			45.246	0.78	2.715
	Appropriate pay	3.83	0.928			
	Satisfied with pay	3.79	0.936			
	Equal to deservance	3.6	0.893			
	Total mean of F(5)	3.74				

Dimensions of JS	Factors	Mean Satisfaction	Factor Loading	Percent of Variance Explained	KMO value	Eigen value
	F(6): Monetary assistance			31.34		1.88
	Get rewards	4.39	0.769			
	Resources for participation	3.25	0.937			
	Steady employment	4.03	0.649			
	Total mean of F(6)	3.56				
	Total mean of pay	3.79				
	Total VE of pay			76.586		
Leader (H.O.D.)	F(7): Attributes of H.O.D					
	Impartial	3.84	0.705	62.255	0.911	4.358
	Fits the job	3.85	0.895			
	Interested in well being	3.86	0.884			
	Appreciates good work	3.79	0.827			
	Good administrator	3.77	0.862			
	Satisfied with superior	3.83	0.88			
	Total mean of F(7)	3.82				
	F(8): Negative feature			20.368		1.426
	Gets work done on his will	3.35	0.951			
	Total mean of superior	3.77				
	Total VE of superior			82.622		
Colleagues	F(9): Qualities of colleagues			37.094	0.822	3.338
	Smart	3.65	0.803			
	Stimulating	3.61	0.755			
	Get along well	3.92	0.83			
	Friendly	3.8	0.782			
	No groupism	2.54	0.602			
	Total mean of F(9)	3.5				
	F(10): Interrelations			36.616		3.295
	No conflict	3.47	0.886			
	Help each other	3.52	0.878			
	Staff get-together	3.68	0.754			
	Unite in times of crisis	3.46	0.832			
	Total mean of F(10)	3.53				
	Total mean of colleagues	3.48				
	Total VE of colleagues			73.71		
Promotion and recognition (P and R)	F(11): Further advancement			47.118	0.766	3.298
	Further studies	4.17	0.783			
	Facilities for training	3.54	0.606			
	Recognition in the society	4.18	0.65			
	Chance of advancement	4.10	0.761			
	Total mean of F(11)	4.00				

Dimensions of JS	Factors	Mean Satisfaction	Factor Loading	Percent of Variance Explained	KMO value	Eigen value
	F(12): Promotion			14.867		1.041
	Timely promotion	3.13	0.796			
	Opportunities for promotion	3.52	0.687			
	Appreciative recognition	3.55	0.832			
	Total mean of F(12)	3.40				
	Total mean of P and R	3.67				
	Total VE of P and R			61.985		
Students	F(13): Literary aspect			34.126	0.607	1.094
	Consult library	3.66	0.951			
	Interact with faculty/scholars	4.89	0.794			
	Total mean of F(13)	3.78				
	F(14): Negative behaviour			45.959		1.474
	Antisocial element	3.69	0.959			
	Insult teachers	4.05	0.666			
	Total mean of F(14)	3.87				
	Total mean of students	3.91				
	Total V.E of students			89.085		
Physical Environment (P.Env.)	F(15): Infrastructure			42.781	0.799	2.995
	Proper light in class room	3.82	0.925			
	Proper light in staff room	3.81	0.923			
	Infrastructure facilities	3.61	0.79			
	Canteen facility	3.37	0.616			
	Total mean of F(15)	3.77				
	F(16): Physical facilities			34.284		2.4
	Well equipped lib/lab	3.56	0.732			
	Drinking water	3.96	0.892			
	Satisfactory phy.env.	3.79	0.878			
	Total mean of F(16)	3.71				
	Total mean of P.Env.	3.63				
	Total VE of P.Env.			77.064		
	Over all mean JS	3.74				

Reliability and Validity The reliability of the data collected has been judged through split half, ANOVA and Cronbach (1951) alpha. The mean values of both the halves were above the average (mean of first half = 3.95, mean of second half = 3.69). The F ratio as per variance analysis came to 34.35 at .000 P value signifying that there is no difference in mean values of sample and population. The coefficients of reliability show very high values (alpha for first part = 0.947, alpha for second part = 0.939, correlation between the forms = 0.727, Guttman Splithalf = 0.839, Equal Length Spearman Brown = 0.842, Unequal Length

Spearman Brown = 0.842), signifying the reliability of the data collected.

Further, Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy has proven very good as the 7 dimensions constituting JS have generated values between 0.66 to 0.92. The eigen values have also come between 1.88 to 4.62 for the 16 factors extracted through factor analysis. Face and content validity was proved through internal checks. The positive correlation matrix between the different items has also proven the convergent validity.

Measurement of Job Satisfaction (JS)

The degree of JS enjoyed by teachers has arrived at 3.74, which is above the average on five-point scale. JS is a multidimensional phenomenon and to measure overall degree of JS, the satisfaction obtained from all the dimensions was calculated separately that was later added on to calculate overall job satisfaction of university teachers and each dimension was also subjected to correlation analysis to find the kind and extent of relationship with job satisfaction. The dimension-wise results are detailed as under:

Attitude Towards Job or Work Itself: After factor analysis the mean satisfaction secured from all the four factors of job itself came to 4.25. About 79 percent respondents found their profession as ideal one and 82 percent agreed with the aspect of autonomy in their job. Although the teachers are not happy with rules and regulations, only 15 percent strongly voted for the appropriacy of service rules, still most of them (97%) enjoy the element of job security. Only 6 percent desired to change their profession. The coefficient of correlation (r) and coefficient of determination (r^2) between job itself and JS has arrived at .867 and .752 respectively. All these facts and figures are indicative of strong relationship between elements of job and JS of university teachers.

Attitude Towards Pay and other Financial Aspects: The mean satisfaction obtained from this dimension has arrived at 3.79. About 76 percent teachers reported their pay as appropriate but approximately 63 percent did not find retirement benefits adequate. The coefficient of correlation (r) and the coefficient of determination (r^2) for this dimension has arrived at 0.445 and 0.198 respectively indicating a positive relation but the extent of variation it can cause in the degree of JS is less. It can be due to pay being the extrinsic factor i.e., its presence causes less satisfaction but its absence or meagerness causes dissatisfaction (Herzberg et al., 1957).

Attitude Towards Leader (H.O.D): The factorial mean for this dimension has arrived at 3.77. Near about 27 percent teachers pointed at their H.O.D's habit of getting things done according to their own will which adds to their dissatisfaction, 18 percent were indifferent towards this and 55 percent did not agree with it. Positive attributes viz., good administration, appreciating the subordinates, impartiality etc. have added to the satisfaction of the university teachers. It indicates that positive attributes and behaviour of the leader heightens the degree of satisfaction of his subordinates. The value of r and r^2 for this dimension has come to 0.408 and 0.167 respectively, hinting at positive association between attitude of the superior and JS of the teachers.

Attitude Towards Colleagues: Hawthorne Experiments have shown that man is not mere an economic tool, he has emotions and presence of other people at work place

makes job more interesting. The mean satisfaction drawn from this dimension by the university teachers came to 3.48, which is minimum as compared to satisfaction drawn from other dimensions of JS (Table 1). Near about 56 percent teachers reported about the policy of groupism in their departments. There are very less family interactions amongst the colleagues as only 10 percent agreed with this statement. The element of teamwork is also lacking. The values of r and r^2 have arrived at 0.337 and 0.113 respectively indicating a positive relation between colleagues and JS.

Attitude Towards Promotion and Recognition: The mean satisfaction secured from this facet of JS arrived at 3.67. Teachers (28%) viewed that promotions don't happen at right time but mostly (63%) agreed that it is done on merit basis. They also revealed (24%) that recognition does not come in the form of financial rewards but they (65%) agreed that it comes in the form of appreciation. The positive aspect of this facet is that as high as 86 percent feel recognition in the society also. The value of r and r^2 came to 0.469 and 0.226 respectively.

Attitude Towards Students: The mean satisfaction driven from this dimension has arrived at 3.91, which is second high most after the satisfaction obtained from elements of job itself. The anti social element is very low among the students. About 91% teachers revealed that students don't insult the teachers and they are eager to consult library as well as interact with faculty members which is very satisfying feature of this dimension. The r and r^2 values have arrived at 0.343 and 0.117 indicating a positive relationship.

Attitude Towards Physical Environment: The satisfaction secured from this aspect has arrived at 3.63. Most of the teachers (79%) agreed with proper light in the classrooms and staff rooms. 68 percent agreed to proper infrastructure facilities. On the whole (83%) teachers are satisfied with their physical environment. The value of correlation coefficient and coefficient of determination have come to 0.365 and 0.133 respectively. This shows the positive relationship between physical environment and JS of the university teachers.

Analysis

Calculation of overall JS lead to age-wise, gender-wise, length-wise (job experience), status-wise (marital and designation) analysis of job satisfaction.

Age-wise Analysis of Job Satisfaction: Age wise analysis of job satisfaction revealed insignificant coefficient of correlation between the two at 0.086, indicating further lack of linear relationship between age and job satisfaction of an employee. The results are identical with the previous research conducted by authors (Sharma and Jyoti, 2004, 2006). Few of the previous researches (Super, 1939; Leary

2000) have reported a cyclical relationship between the two. So, an attempt has been made in this direction also. To prove this, the class intervals of age have been made and accordingly mean job satisfaction obtained by teachers in each group has been calculated. The results, thus, obtained revealed a curvilinear pattern (Fig. 2). The level of job satisfaction obtained by the academicians is above average in all the age groups. It is least during initial years (20-25) and maximum during 56-60 years. After initial years the level of job satisfaction increases and remains almost constant till 45 years and then it decreases during 46-50 years after that it again starts increasing and is maximum during 56-60 years. Mean satisfaction score was put to Kendall's W Test, which is a measure of the agreement of the rankings of variables across cases (Table 2). The value of Coefficient of Concordance (.408) is very low signifying little agreement across the cases. Thus, the mean job satisfaction of various age groups differ (Table 3). The above analysis shows

that satisfaction level varies for different age groups and it is maximum during last years of service.

Table 2: Age-wise Mean

AGE	Mean	N	Std. Deviation	Kendall's W test Mean Rank
20-25	3.36	1	.	1.77
26-30	3.78	6	0.2257	5.21
31-35	3.72	15	0.328	4.4
36-40	3.77	26	0.3536	4.85
41-45	3.71	26	0.309	4.38
46-50	3.58	21	0.7294	3.46
51-55	3.68	15	0.7057	4.62
56-60	4.18	10	0.5239	7.31
Total	3.74	120	0.5023	

Fig 2: Age-wise Mean Job Satisfaction

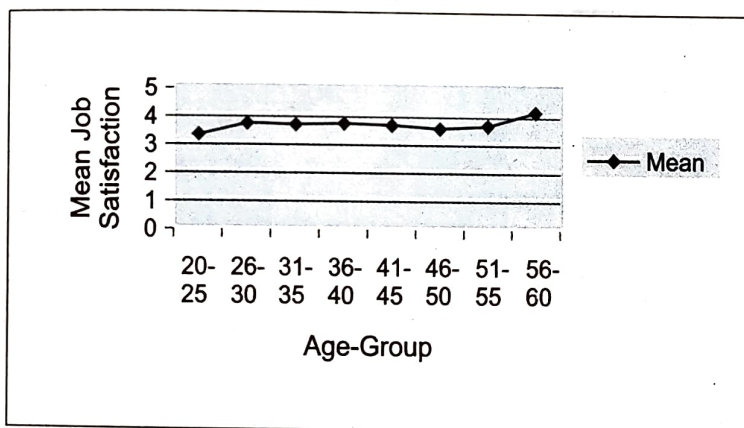


Table 3: Kendall's W Test

N	26
Kendall's W*	0.408
Chi-Square	74.186
df	7
Asymp. Sig.	0

*Coefficient of Concordance

Length of Employment (job experience) and Job Satisfaction The study revealed insignificant coefficient of correlation between length of employment and job satisfaction at .081, indicating lack of linear relationship between two. So, an attempt was made to check for cyclical or curvilinear relation. To prove this, the class intervals of total service have been made and accordingly mean job

satisfaction obtained by teachers in each group has been calculated. The results, thus, obtained reveal a cyclical pattern (Table 2).

The level of job satisfaction obtained in the initial years of job experience (1-5) is more and afterward it starts declining and is minimum during 16-20 years of service. In next few years it starts increasing and is maximum during 21-25 and 31-35 years. This shows that job satisfaction is cyclical in relation to length of employment. Kendall's W test resulted in highest rank to academicians with a service of 30-35 years followed by 20-25 years of service (Table 4). Kendall's Coefficient of Concordance is also very low (0.147) suggesting little agreement across the cases (Table 5). As far as kind of relation between length of employment and job satisfaction is concerned, the findings disclose a non-linear relation between the two. Hence, the second hypothesis stands rejected.

Table 4: Length of Employment and Mean Job Satisfaction

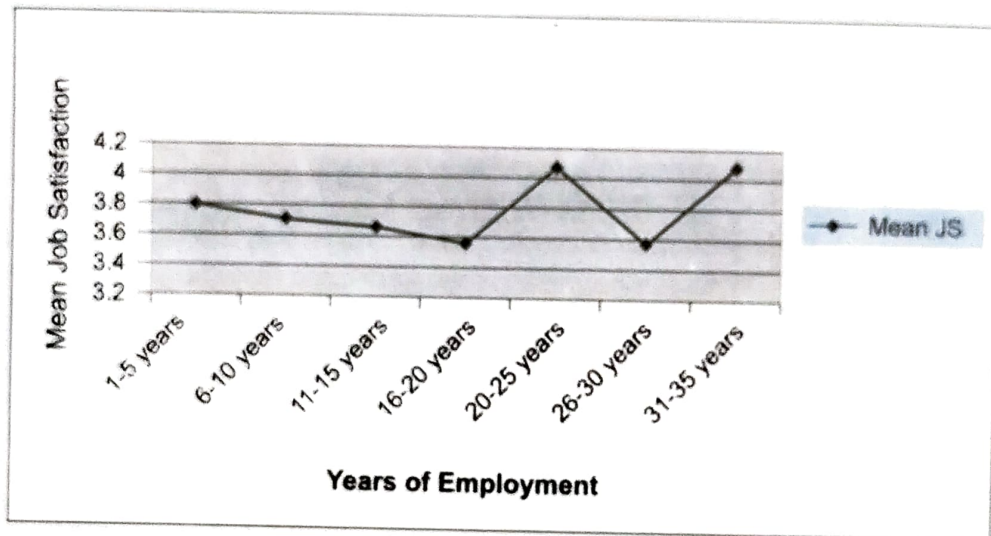
Length of Employment (years)	Mean JS	N	Standard Deviation	Kendall's W test Mean Rank
1-5	3.8	23	0.316	4
6-10	3.71	21	0.436	4.07
11-15	3.66	20	0.365	3.29
16-20	3.56	28	0.619	2.71
20-25	4.07	13	0.535	5.07
26-30	3.57	7	0.767	3.71
31-35	4.08	8	0.288	5.14
Total	3.74	120	0.502	

Table 5: Kendall's W Test

N	7
Kendall's W	0.168
Chi-Square	2.078
df	6
Asymp. Sig.	0.318

*Kendall's Coefficient of Concordance

Fig 3: Length of Employment and Job Satisfaction



Level of Education and Job Satisfaction Previous researches have shown that as the level of academic qualification increases, the level of job satisfaction enjoyed by an individual also increases and the respondents' education background is of substantial importance in affecting job satisfaction (Metle, 2001, Glenn and Weaver, 1982). The results of the present study reveal that satisfaction level increases with an increase in the level of education (Table 6). In order to confirm these results, the data was subjected to Paired Sample Test, which revealed that there is difference between mean job satisfaction obtained by academicians with post-graduate degree and the ones with M.Phil., Ph.D. degrees and no significant difference was found in satisfaction of other groups as

the significance level is greater than 0.05 in these pairs (Table 7).

Table 6: Level of Education and Job Satisfaction

Qualification	Mean	N	Std. Deviation
Post graduate	3.57	18	0.261
M. Phill	3.65	3	0.117
Ph. D	3.79	73	0.589
M.Phil., Ph. D	3.74	26	0.339
Total	3.74	120	0.502

Table 7: Paired Sample Test

Paired Differences

		Mean	Std. Deviation	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	P.G*.and M.Phil**	7.00E-02	0.5086	-1.1935	1.3335	0.238	2	0.834
Pair 2	P.G and Ph.D.***	-0.3557	0.6245	-0.9333	0.2219	-1.507	6	0.183
Pair 3	P.G.and M.Phil, Ph.D	-0.1843	0.1834	-0.3539	-1.47E-02	-2.659	6	0.038
Pair 4	M.Phil.and Ph.D.	-0.2667	0.8578	-2.3976	1.8642	-0.538	2	0.644
Pair 5	M.Phil.and M.Phil., Ph.D.	-0.19	0.24	-0.7862	0.4062	-1.371	2	0.304
Pair 6	Ph.D. and M.Phil., Ph.D	0.1228	0.6063	-0.1275	0.3731	1.013	24	0.321

Key: * Post Graduate, **Master of Philosophy, ***Doctor of Philosophy

Designation-wise Job Satisfaction Higher designation (occupation level) leads to higher job satisfaction (Probe, 1971) has been proved in this study. The degree of job satisfaction enjoyed by a professor is greater than that of a lecturer or reader but the relation is not linear because the level of job satisfaction secured by a reader is less than that of a lecturer (Table 8) and in order to check the significance of mean difference the Paired Sample Test was conducted, which came out with significant difference in the level of job satisfaction enjoyed by the academics of different designations because the level of significance is > 0.05 (Table 9).

Table 8: Designation-Wise Mean Job Satisfaction

Designation	Mean	N	Std. Deviation
Lecturer	3.71	49	0.415
Reader	3.51	37	0.572
Professor	4.03	34	0.394
Total	3.74	120	0.502

Table 9: Paired Sample Test

Paired Differences

		Mean	Std. Deviation	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	Lecturer and reader	0.2254	0.6347	1.38E-02	0.437	2.16	36	0.037
Pair 2	Lecturer and professor	-0.2929	0.5818	-0.4959	-8.99E-02	-2.936	33	0.006
Pair 3	Reader and professor	-0.5438	0.7363	-0.8007	-0.2869	-4.306	33	0

Gender Wise Analysis of Job Satisfaction The proportion of male and female respondents was 3:2. Gender wise analysis of job satisfaction revealed that the female teachers are more satisfied (3.88) than the male teachers (3.65). The difference was found to be significant when subjected to the paired sample T test.

The reason for female teachers being more satisfied can be attributed to low expectation about job status among the female teachers as compared to the male teachers.

Moreover the female teachers (90 per cent) like this profession due to nature and socio-cultural value of teaching profession. Clark (1997: 365) concluded that 'women's higher job satisfaction does not reflect that their jobs are unobservedly better than men's, but perhaps because their jobs have been so much worse in the past, they have lower expectations. Although the analysis cannot rule out other possible explanations for this trend in women's job satisfaction, it supports the prediction made by Clark (1997).

Table 10: Gender-wise Mean Job Satisfaction

Gender	Mean	N	Std. Deviation
Male	3.65	73	0.518
Female	3.88	47	0.449
Total	3.74	120	0.502

Marital Status and job Satisfaction The analysis of the degree of job satisfaction of the married (91 per cent) and unmarried (9 per cent) revealed that the mean level of job satisfaction secured by the married teachers (3.77) is more than their unmarried counterparts (3.47) but this difference is not significant when subjected to the paired sample T test.

Table 11: Marital Status-wise mean Job satisfaction

Marital	Mean	N	Std. Deviation
Married	3.77	109	0.513
Unmarried	3.47	11	0.286
Total	3.74	120	0.502

CONCLUSIONS

First, the study has highlighted some positive aspects of the work life. They include continuing high levels of task identity, autonomy, skill variety and job challenge. These motivating core job characteristics (Hackman and Oldham, 1980) satisfy an academic's need for engaging on meaningful work activities: a critical psychological state associated with job satisfaction. Autonomy and flexibility clearly stand out as the most important factors for job satisfaction as revealed by Bellamy, Morley and Watty too (2003).

Age-wise and length-wise analysis of job satisfaction has revealed a non-linear association, which is in accordance with earlier studies (Sharma and Jyoti, 2004, 2005). From the analysis of the results it was evident that both male and female teachers experience job satisfaction in their profession. There was, nevertheless, a proportion of teachers (mostly males) who felt that they were less satisfied with teaching and indicated that if opportunity is provided to choose again, teaching would not be their first choice as indicated by earlier research (Mwamwanda 1997). As against the earlier notions (Knerr, 2006), this study found that marital status of an individual does not effect his/her level of job satisfaction.

Level of occupation i.e., designation does affect the degree of job satisfaction enjoyed by the academicians

(Oshaghemi's, 2000). Professors are enjoying higher level of job satisfaction than the lecturers and readers but step is not completely straight as readers are less satisfied than lecturers.

An overall review of the paper reveals that teachers' satisfaction declines in middle years as indicated by age-wise, experience-wise and occupational level-wise analysis that needs to be tackled by the organisations

IMPLICATIONS

The empirical revelations are important in terms of human resource management since academicians seem to value most the intrinsic factors. Thorough analysis of different elements of job satisfaction reveals necessity of more autonomy and idealness of job for enhancing an academician's job satisfaction. Before appointing an individual it should be stressed upon that his/her expectations and values match with that of the job. Lesser the discrepancy higher would be the level of job satisfaction. Special attention should be paid to increase the job satisfaction during the middle years of the service (36-50 years age group) when the level of job satisfaction starts declining. For further research it is suggested to find out the reasons that cause decline in level of job satisfaction during these years.

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